

Concordia University
Faculty Council of the John Molson School of Business
Minutes of the meeting held September 22, 2006

JMSB-2006-06M

Present: J. Tomberlin, Chair
S. Aberman (OP), E. Abou-Zeid (DS&MIS), A. Ahmad (Fina.), J. Ahmad (Econ.), J. Allison (NC), I. Aly (Acco.), K. Argheyd (Mana.), B. Barbieri (Mktg.), C. Barrato (CASA), J. Beaudoin (SGS), S. Betton (Fina.), L. Calip (CASA), B. Chungwing (CASA), A. Dinut (CSA), I. Dostaler (Mana.), A. Fagnoli (Reg.), T. Field (Mana.), J. Freed (Fina.), M. Gagné (Mana.), S. K. Goyal (DS&MIS), M. Horst (TESL), B. Ibrahim (Assoc. Dean), G. Kanaan (Assoc. Dean), G. Kersten (DS&MIS), L. Katsanis (Mktg.), R. Knitter (Mana.), A. Komourdjian (CASA), K. Lefebvre (CASA), J. Lim (Mktg.), M. Magnan (Assoc. Dean), A. Mohammed (CASA), F. Nebebe (DS&MIS), S. Nelson (Staff), P. Pazzia (CASA), D. Peltier-Rivest (Acco.), I. Rakita (Fina.), S. Robinson (Acco.), C. A. Ross (Mktg.), M. Sharma (DS&MIS), I. Sendek (Lib.), R. Schieir (CGSA), M. Singer (Provost), R. Vahidov (DS&MIS), L. Wong (Staff)

Absent with

Regret: B. Campbell (Econ.), S. Danaie (Facil.), B. Desai (Comp.Sci.), M. Islam (Acco.), C. Lajeunesse (Pres.), T. Lituchy (Mana.), P. Renaud (CASA)

- I** Call to order
The meeting was called to order at 9:35.
- II** Closed Meeting
- III** Open Meeting
- IV** Approval of Agenda – JMSB-2006-06A
It was moved by B. Barbieri and seconded by I. Aly that Council approve the agenda as presented.
The motion was carried unanimously.
- V** Approval of the Minutes – JMSB-2006-05M
It was moved by I. Aly and seconded by G. Kanaan that Council approve the minutes of the meeting held May 19, 2006 as presented.
The motion was carried unanimously.
- VI** Chair's Report and Question Period (15 minutes)
J. Tomberlin reported that the JMSB MBA program has been ranked first in Quebec for the third year in a row and fifth in Canada in the Corporate Knights social responsibility survey and JMSB faculty have been ranked second after Schulick in the total number of business school publications in comprehensive universities for the period 1994 – 2004. He advised that the annual Awards of Distinction Ceremony will honor: J. Roy Firth, Executive Vice President, Individual Wealth Management, Manulife Financial, Alice Keung, Senior Vice-President and Chief Information Officer, National Bank of Canada and Irving Teitelbaum, Chairman of the Board and Chief Executive Officer, La Senza on November 21st.
- J. Tomberlin advised that the goal of the recent reorganization was to ensure that scarce academic resources are used on essential academic matters, teaching and research while professionals handle administrative matters. He outlined the changes that have resulted in liberating three faculty members from administrative work. With regard to the decanal team, he advised that the responsibilities of George Kanaan, Associate Dean, Undergraduate Program, Academic and Student Affairs remain unchanged; Bakr Ibrahim, Associate Dean, Research, is responsible for FAPC, curriculum, program evaluation, and research with reporting responsibility for the MSc and PhD programs; Michel Magnan, Associate Dean, Masters and Diploma Programs assumes the directorship of the MBA, DIA and DSA programs with reporting responsibility for the EMBA, GAMBA and Goodman Institute in Investment Management. Other changes include the merged administration of the EMBA and GAMBA programs with admissions removed from the programs and centralized with graduate admission officers reporting to Cynthia Law, Graduate Admissions Manager. Similarly the marketing and communications functions of the programs have been centralized under the

leadership of Karim Boulos, Director of Marketing and Communications, along with external affairs including the Executive Centre, the Career Centre, the International Centre for Aviation Management Education and Research, the Entrepreneurship Institute for the Development of Minority Communities and graduate recruitment; lastly the soon-to-be appointed Principal Director of Development will head up the JMSB Advancement/Alumni structure in coordination with the university Advancement/Alumni office. A revised organization chart will be issued shortly.

The Chair advised that he had no definite news on the new building however the President has indicated that the ground-breaking would likely take place before mid-October. He reported that William Taylor was coordinating the first five-year maintenance review for AACSB accreditation and urgently requires the updated CVs of all full-time faculty members. The visit from the Peer Review team is scheduled in February 2007. He reported that JMSB had an enrolment increase of 2.6% or 100 FTEs in non-privatized programs, weighted FTEs had an enrolment increase of 150 or 2.8%. Assuming that trends hold constant the JMSB budget forecast will be between break-even and a \$500,000 deficit.

J. Tomberlin encouraged participation in the September 29th annual Shuffle that raises funds for student scholarships and bursaries. He advised that having accepted the challenge of the Dean of Arts and Science to increase the JMSB participation he estimates his personal liability to be approximately \$900! He asked Council members to sign up and walk so that Nancy Stewart, who is one of the Shuffle organizers, would not be embarrassed.

With regard to the Dawson College tragedy, the Chair congratulated the CSU, CASA, and M. Di Grappa and his service team for their prompt action in providing comfort and counseling for the Dawson students and asked everyone to remember JMSB first-year student, Leslie Markofsky, and his family in their thoughts and prayers.

In response to a question about the status of the Paris EMBA, J. Tomberlin advised that the possibility of another partnership with an academic institution rather than a training institution was being pursued. Council members would be advised when there is further news on this matter.

J. Tomberlin agreed to bring the updating of the composition/membership of the JMSB Faculty Council to the October meeting of Council for subsequent approval by Senate and the Board of Governors.

It was commented that if the rationale for the reorganization had been communicated sooner there would have been less negativity amongst faculty and staff. J. Tomberlin agreed that there was never enough communication. He pointed out that individual and staff meetings had been held during this period of change and feedback from faculty and staff resulted in maintaining the administrative and academic structure of the MSc and PhD programs.

In response to a question about the permanency of the abolishment of the MBA Director, J. Tomberlin advised that the decision would be made by the incoming Dean.

VII Business Arising from Previous Meeting

i) On-line course evaluations

D. Morin explained that the process will be implemented university-wide at a future date. The reasons for implementation include cost savings, efficiency, increased written comments, and using less paper to protect the environment. This initiative is strongly endorsed by the President and the Provost in the belief it will lead to an improved quality of education. The JMSB was chosen for the pilot project because the faculty members had been pioneers in the past with WebCT. She further explained that the MBA program was selected because students take all their courses in the JMSB and most professors are tenured. The evaluation format will not be changed, only the delivery. She made a presentation that included the advantages and frequently asked questions about on-line course evaluation and a flow chart of the proposed process. Copies of the presentation, document JMSB-2006-06M-01 and the document distributed at the meeting

entitled Online Course Evaluation: An idea whose time has come, document JMSB-2006-06M-02, are attached.

A lengthy discussion ensued regarding concerns about security and privacy. One faculty member worried that the evaluation could be completed by someone other than one of her students. Students may worry that they have lost anonymity by using their password or I.D... There was some concern about the system allowing students who did not attend classes to complete the evaluation and two faculty members indicated that access to the evaluation form be restricted to office hours. One Council member requested a control mechanism that would edit inappropriate remarks. It was commented that the on-line delivery could negatively affect the evaluations that are used for faculty personnel procedures such as contract renewal, promotion and tenure. It was noted that course evaluations for part-time faculty have no bearing on personnel matters.

There were also questions about the reliability and validity of the pilot project in using the off-line evaluation format on-line and a request for substantial research data that led to the administration's decision to implement on-line evaluations. It was suggested that the mechanism for obtaining feedback from students to improve the quality of their education be differentiated from the mechanism used for faculty personnel evaluations. Strong concern was expressed about an estimated 30% decrease in the response rate when initiating on-line evaluation. It was pointed out that the pilot group was not representative of the population the process is intended for. It was suggested that the pilot group include students in on-line courses such as COMM301. There were also questions about ways and means to motivate students to complete the evaluations. One Council member voted in favor of on-line evaluation while at the same recommending that the concerns raised be considered, a test be conducted with a representative group, and the sources behind the approach being used be examined with a view to getting a buy-in before moving forward.

Several members of Council spoke in favor of the project noting that it would be of value to both students and professors by ultimately increasing client feedback in a more efficient, environmentally enhancing way and improving the quality of education.

With regard to the reliability and validity of using the current evaluation format, D. Morin reported that ideally there would be a four-question format university wide. It was decided to use the current format because any change to the Faculties' evaluation forms would require the approval of the Faculty Councils. She agreed to the suggestion that the test also be applied to undergraduate on-line courses. In closing, D. Morin stated that she had the sense that the Faculty would like to proceed and the students are on board. She acknowledged that there were many concerns and welcomed faculty members who would like to work with her and B. Tucker in the weeks to come.

One member of Council suggested that a vote be taken to clarify Council's support for the project.

It was moved by M. Sharma and seconded by K. Arghyed that Faculty Council thank D. Morin for her excellent presentation.
The motion was carried unanimously.

- ii) A strategic scorecard to support Concordia's strategic planning – JMSB-2006-05A-11
This item will be brought forward to the October meeting of Council.
- iii) Search Committee for a Dean, JMSB update
M. Singer, Provost and Chair of the Advisory Search Committee for a Dean, outlined the work of the committee to-date and advised that October 16, 17 and 18 have been scheduled for campus visits from three or four short-listed candidates selected from approximately 30 bona-fide applications. Each campus visit would include meetings with the President, the Dean, Associate

Deans, Chairs, Program Directors, faculty, students and staff as well as a public presentation. The committee hopes to make a recommendation by November or December to ensure an orderly transition as the construction of the new JMSB building begins and major budgetary changes impact the University. He encouraged everyone to meet the candidates and emphasized the importance of recognizing that meeting the candidates includes giving candidates a positive reception that would entice them to take on the challenges of the position as well as providing written feedback to the committee within the given deadlines. He encouraged Council members to buy into this collegial process noting the pressures to change these processes, especially in the case of non-academic appointments. He pointed out that if the processes were not enthusiastically embraced, it would send the message that we don't care.

In closing, M. Singer expressed his appreciation for the leadership demonstrated by Dean Tomberlin in several areas, in particular, turning around the budget situation of the Faculty. While it was a painful process that did not win him popularity in the school, it had to be done and candidates for the position of Dean had to know that the school was not in a huge deficit situation.

VIII Elections

- i) Distinguished Teaching Awards Committee
David Moscovitch was elected by acclamation to represent part-time faculty on the Distinguished Teaching Award Committee for a two-year term, June 1, 2006 – May 31, 2008.
- ii) Distinguished Professor Emeritus Committee
M. Laroche was elected by acclamation to represent the JMSB on the Distinguished Professor Emeritus Committee for a one-year term, June 1, 2006 – May 31, 2007.
- iii) Faculty Council Steering Committee
I. Dostaler, S. Goyal, and M. Sharma were elected by acclamation to serve on the Faculty Council Steering Committee effective immediately and terminating after the first Council meeting in fall 2006.

The following elections will be brought forward to the October meeting due to lack of nominations.

- iv) Arts and Science Faculty Council
One full-time faculty member to replace R. Knitter as the JMSB representative on the Faculty of Arts and Science Faculty Council for the balance of her term, September 2006 – May 31, 2007.
- v) Council of the School of Graduate Studies
One full-time faculty member from the Marketing Department to replace G. Saad while on sabbatical effective immediately and terminating December 31, 2006. G. Saad will complete the balance of his term, January 1, 2007 – May 31, 2007, upon his return.

The following reports will be brought forward to the October meeting due to lack of time.

- IX Report: Research and Program Evaluation
- X Report: Administrative Affairs and Human Resources
- XI Standing Report on the status of the new JMSB building
- XII CGSA Report
- XIII Staff Report

- XIV Report: Masters and Diploma Programs
- XV Report: Undergraduate Programs, Academic and Student Affairs – JMSB-2006-06A-01
- XVI Reports from School Representatives on University Committees
- i) University Senate
 - ii) Arts and Science Faculty Council
 - iii) Senate Academic Planning and Priorities
 - iv) Senate Academic Programs Committee – JMSB-2006-06A-04
 - v) Senate Research Committee
 - vi) University Library Committee
 - vii) Undergraduate Scholarships and Awards Sub-committee
 - viii) Board of Governors
 - ix) Council of the School of Graduate Studies
- XVII CASA Report
- XVIII New Business
- i) Goodman Institute of Investment Management Annual Report - JMSB-2006-06A-02
 - ii) JMSB Executive Centre Annual Report - JMSB-2006-06A-03
- XIX Other Business
- XX Adjournment
- It was moved by A. Mohummed and seconded by G. Kersten that the meeting be adjourned.*
- The motion was carried unanimously*
- The meeting was adjourned at 12:00 noon.
- XXI Next meeting
- The next regular meeting of the JMSB Faculty Council will take place on Friday, October 13, 2006 at 09:30 in room GM302. The first portion of the meeting is a closed session for the approval of the fall graduates.



Online Course Evaluation: An idea whose time has come.

List of institutions (<http://onset.byu.edu/OnSET.htm> with additional links):

Air Force Academy	Memorial University	University of Idaho
Arizona State University	Montana State University	University of Illinois
Boise State University	Mount Royal College	(Champaign & Chicago)
Brigham Young University	(Calgary)	University of Kansas
Carnegie Mellon	Murdoch University	Medical Center
University	(Australia)	University of Minnesota
Deakin University	Northwestern University	University of North
(Australia)	Penn State University	Carolina (Chapel Hill)
Columbia University	Polytechnic University	University of North Texas
Ferris State University	(Brooklyn, NY)	Science Center
Georgia Institute of	Purdue University	University of P.E.I.
Technology	Rice University	University of Utah
Hong Kong University of	Smith College	Western Washington
Science and Technology	University of Alberta	University
Indiana University—	University of Cincinnati	Wellesley College
Bloomington	University of Colorado—	Whitman College
Indiana Wesleyan	Boulder	Yale University
University	University of Delaware	
Medical College of	University of Hawaii	
Wisconsin		

Review:

There are significant advantages to online course evaluation when compared with in-class. Online course evaluation costs less (97% less), takes up less class time, can be more quickly processed, avoids professor influence, and provides adequate time to students for thoughtful responses (Dommeyer et al., 2002a, 2005).

There is no evidence that taking evaluations online biases the results. Research suggests that the quality of responses in online evaluation is better and more plentiful. Distribution of responses remains essentially the same in both conditions (Layne, et al., 1999).

Response rates are a concern. McGill has found no significant differences in response rates, although some of their in-class response rates were problematic. With respect to both online and in-class evaluations, Hmielecki & Champagne (2000) write,

“In reality, there are three primary factors that determine return rate: faculty, students, and the instrument. If faculty are “on-board” and eager to use the information provided by a

good evaluation, students see changes resulting from their feedback, and both parties recognize that the instrument measures what it is supposed to measure, then return rates will be high. If these factors do not exist (e.g., results are unknown for months, students believe that their comments will not be heard, evaluation items appear unrelated to the particular course), then return rates will be low.”

Various users of online systems have tried ways of increasing response rates. Yale increased their response rate to 90% by using grade blocking and reducing the number of questions asked. Northwestern made viewing of evaluation results contingent on completing evaluations the previous term. University of Denver sends reminder emails every other day and achieved acceptable returns (nearly 70%). Duke Law School has achieved nearly 70% response rate, which is required for course evaluation summaries to be shared with the university community. Incentives they are considering include withholding registration, withholding grades, or withholding free printing.

Selected peer-reviewed literature (most recent first):

Norris, J. & Conn, C. (2005). Investigating strategies for increasing student response rates to online-delivered course evaluations. *The Quarterly Review of Distance Education*, 6(1), 13-29.

Dommeyer, C. J., Baum, P., Hanna, R. W., & Chapman, K. S. (2004). Gathering faculty teaching evaluations by in-class and online surveys: their effects on response rates and evaluations. *Assessment & Evaluation in Higher Education*, 29(5), 611-23.

Hoffman, K. M. (2003). Online course evaluation and reporting in higher education. *New Directions for Teaching and Learning*, 96, 25-29.

Dommeyer, C. J., Baum, P., & Hanna, R. W. (2002a). College students' attitudes toward methods of collecting teaching evaluations: In-class versus on-line. *Journal of Education for Business*, 78(1), 11-15.

Dommeyer, C. J., Baum, P., Chapman, K. S., & Hanna, R. W. (2002b). Attitudes of business faculty towards two methods of collecting teaching evaluations: Paper vs. Online. *Assessment & Evaluation in Higher Education*, 27(5), 455-62.

Hmielecki, K. & Champagne, M. V. (2000). Plugging into course evaluation. *The Technology Source Archives*. http://technologysource.org/article/plugging_in_to_course_evaluation/

Layne, B. H., Decristoforo, J. R., & McGinty, D. (1999). Electronic versus traditional student ratings of instruction. *Research in Higher Education*, 40(2), 221-32.



Concordia
UNIVERSITY

Piloting Online Course Evaluation

Presentation to JMSB Faculty Council
September 22, 2006



Why move online?

- Cost savings
- More efficient
- More written comments
- Good for the environment
- Students are familiar with this tool.

McGill's Experience

- Data collected voluntarily over 7 terms
- In Winter 2006, overall response rate 51% for 1,260 courses
- Unimodal distribution
- No systematic bias vs. paper
- Mandated by Senate in May 2006

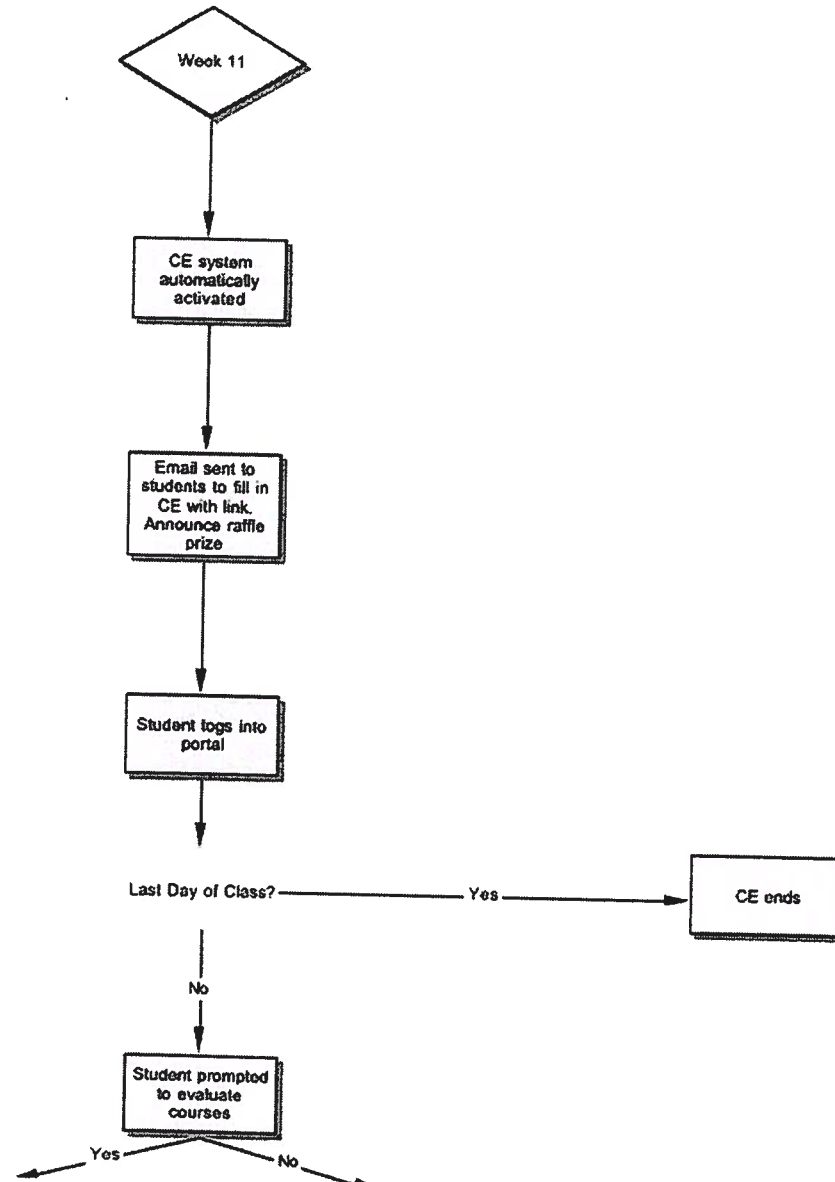
Other Research

- Advantages are well-known
- No evidence that results are biased
- Quality of responses increases
- Distribution of responses doesn't change
- Issue (paper-based as well as online) is response rates

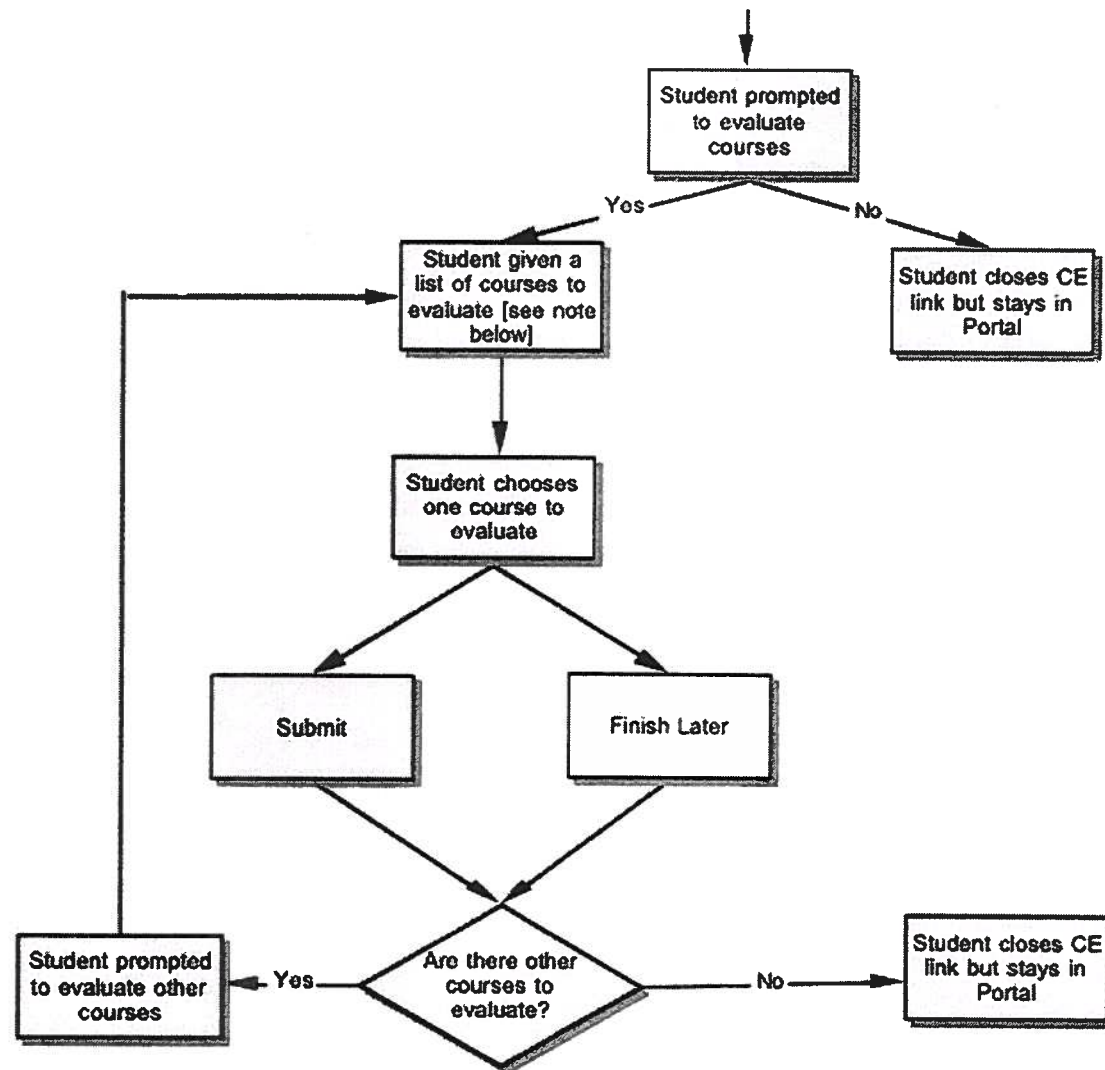
Why pilot in JMSB Graduate Programs?

- Entire program
- Mostly tenured faculty
- Mature students
- Online experience
- Administrative support

How pilot would proceed: Process flow I



How pilot would proceed: Process flow II



Implementation Plan

- Frequently asked questions on CTLS website (Students & Faculty)
- IITS helpline
- Communication strategies
- Evaluation of the pilot (online vs. paper)
- Dissemination of results

Frequently Asked Questions: Students



- Why did we move the evaluations on-line?

- How do I know for sure that my privacy will be protected?

- Once I start the process of doing the on-line evaluation, can I continue it at another time?

- What is the period during which I can evaluate my professors?

- Why is student evaluation of teaching important?

Frequently Asked Questions: Faculty

- Why did we move the evaluations on-line?
- I'm concerned that the participation rates will not be as high what are the implications of this to promotion and tenure
- How do I know that the same student is not evaluating me twice?
- How do I know that it is actually my student who is evaluating me?
- What if a student discontinued the class? Can they still evaluate me?
- Who has access to the evaluations?
- I'm concerned that students who don't come to class will evaluate me negatively.
- How do I know that a student won't retaliate against me if they don't like their grade?
- Why are student evaluations important?

